



AYNOR CONWAY CAREER CENTER

335 Four Mile Road
Conway, S. C. 29526

GRADES 9-12 Career Center

ENROLLMENT 397 Students

DIRECTOR Joe Dowling

843-365-5534

BOARD CHAIR Will Garland

843-358-8002

SUPERINTENDENT

Gerrita Postlewait

843-488-6700

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Career Centers

Excellent

Good

Average

Below Average

Unsatisfactory

33

3

3

1

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average or Below Average.

PERFORMANCE BY STUDENT GROUPS

	Mastering Core Competencies			Receiving Diplomas			Place in Field		
	This Center		State Center Average%	This Center		State Center Average%	This Center		State Center Average%
	n	%		n	%		n	%	
All Students	343	84.8%	80.6%	148	97.3%	91.9%	198	97.0%	97.6%
Students with disabilities on diploma track	1	I/S	74.2%	1	I/S	86.3%	8	100.0%	98.7%
Gender									
Male	171	84.8%	77.6%	73	100.0%	91.4%	103	98.1%	98.4%
Female	172	84.9%	84.3%	75	94.7%	92.4%	89	95.7%	96.5%
Racial/Ethnic Group									
White	239	86.2%	85.9%	104	99.0%	95.3%	148	97.4%	98.2%
African-American	99	81.8%	73.3%	43	93.0%	86.6%	37	94.9%	96.5%
Asian/Pacific Islander	2	I/S	88.9%	0	N/A	96.6%	N/AV	N/AV	N/AV
Hispanic	3	I/S	83.3%	1	I/S	87.2%	N/AV	N/AV	N/AV
American Indian/Alaskan	0	N/A	75.0%	0	N/A	100.0%	N/AV	N/AV	N/AV
Migrant Status									
Migrant									
Non-migrant									
English Proficiency									
Limited English Proficient	1	I/S	79.5%	0	N/A	81.0%	N/AV	N/AV	N/AV
Non-Limited English Proficient	342	84.8%	81.1%	148	97.3%	92.0%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	172	80.2%	74.5%	71	95.8%	87.7%	27	100.0%	97.1%
Full-pay meals	171	89.5%	85.2%	77	98.7%	94.3%	165	96.5%	97.7%

n = number of students on which percentage is calculated

DEFINITIONS OF PERFORMANCE RATING TERMS

- Mastering Core Competencies-The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- Graduation Rate-The percentage of 12th grade career and technology students who graduate in the spring.
- Placement Rate-The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Median Career Center
Students (n= 397)			
With disabilities other than speech	2.5%	No change	1.7%
Career/technology students in co-curricular organizations	21.2%	Down from 28.0%	16.7%
Enrollment in career/technology center courses	397	No change	561
Students participating in worked-based experiences	26.4%	Down from 45.8%	35.5%

Teachers (n= 24)			
Teachers with advanced degrees	37.5%	No change	25.0%
Continuing contract teachers	62.5%	Down from 70.8%	79.2%
Highly qualified teachers**	83.3%	N/A	89.2%
Teachers with emergency or provisional certificates	9.1%		8.0%
Teachers returning from previous year	91.8%	Up from 88.7%	89.8%
Teacher attendance rate	95.5%	Up from 95.0%	95.8%
Average teacher salary	\$45,729	Up 3.2%	\$42,385
Prof. development days/teacher	21.0 days	Up from 10.1 days	11.5 days

School			
Director's years at Center	1.5	Up from 0.5	5.0
Dollars spent per pupil*	\$5,554	Up 13.5%	\$3,331
Percent of expenditures for teacher salaries*	57.6%	Down from 62.8%	54.0%
Parents attending conferences	79.3%	Down from 80.9%	83.3%
SACS accreditation	Yes	No change	Yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

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REPORT OF DIRECTOR AND SCHOOL IMPROVEMENT COUNCIL

The mission statement of Aynor-Conway Career Center describes the school as a quality-driven, innovative, authentic-learning center, which strives to guarantee that students will be prepared for successful futures through integrated applied learning opportunities focused on leadership and career development. Observation of day-to-day operation of the school would imply fulfillment of that mission, considering the state-of-the-art equipment being utilized in labs, the integration of communication, math and scientific inquiry skills into each of the career classrooms, as well as instruction on the hands-on skills so vital to students becoming successful employees, and the emphasis placed on giving students as many relevant and realistic opportunities for learning in the workplace.

During the 2003-04 school year, additional evidence was provided of the progress our students have made. Academic assessment proved not only that a wide range of skill level exists in the student body of the center but also that students are achieving and accomplishing both their personal goals and those set forth by state and federal guidelines. We are extremely proud of the number of students who have mastered their academic and career classes at a C level or better; we are pleased with the number of students who have completed at least four units of credit in a career field and graduated from high school as scheduled; and we congratulate the more than 95% of our students who completed our programs and went on to further education or employment in a career related to the instruction received at the center.

Aynor-Conway Career Center plays an important role in the lives of many high school students. But, it also plays an important role in the economic success of our county, our state, and our nation by helping provide a well-educated, quality-driven work force. The future of the Center is exciting with the construction of a new state-of-the-art center which will serve eight of the nine high schools in the county. We are confident the results at the present location and at the new site will be just as positive and rewarding to the citizens of the county.

Joe Dowling, Principal, 2003-04

Chris Wright, School Improvement Council Chair, 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	51	22
Percent satisfied with learning environment	90.9%	90.0%	90.9%
Percent satisfied with social and physical environment	95.5%	89.8%	77.3%
Percent satisfied with home-school relations	72.7%	80.4%	63.6%

*Only eleventh grade students and their parents were included.